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ABSTRACT

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and/or hard-core unemployed youth. The ultimate objectives of this course are to prepare students for employment in dry cleaning occupations and to assist them in completing their high school graduation requirements. Instruction in marking, invoicing, and customer service is on an individualized basis conducted in an innovative atmosphere of "learning by doing." Included in this course description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

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DRY CLEANING

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

DRY CLEANING

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U.S. DEPARTMENT OF HEALTH, EDUCATION
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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and focds), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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STATEMENT OF OBJECTIVES

To develop in each student:

1. The knowledge and skills necessary for successful employment in the dry cleaning field.

2. Desirable work habits.

3. An awareness and understanding of present and future job opportunities.

OBJECTIVE 1

To develop in each student the knowledge and skills necessary for successful employment in the dry cleaning field.

A student achieving this objective will:

1. Understand and be able to perform the common hand and machine operations involved in the cleaning and finishing of most garments and household fabrics.
2. Be able to identify various fabrics.
3. Understand and use the terminology common to this field.
4. Be able to measure temperature and proper amounts of chemicals when necessary.
5. Be familiar with the sources and costs of materials and supplies.
6. Know the sources of various kinds of technical and non-technical information.
7. Have a working knowledge of state and local dry cleaning regulations.

OBJECTIVE 2

To develop in each student desirable work habits.

A student achieving this objective will:

1. Be able to follow instructions and accept constructive criticism.
2. Keep his work station clean and orderly.
3. Respect the rights of fellow workers.
4. Work to improve his performance.
5. Be aware of the responsibilities of employers and employees.
6. Have a feeling of responsibility toward the community.
7. Be confident of his ability to succeed.
8. Know and apply the basic principles of safety and will know what procedures to follow in case of illness or accidents.
9. Understand the necessity for turning out high quality work.

OBJECTIVE 3

To develop in each student an awareness and understanding of present and future job opportunities.

A student achieving this objective will:

1. Have met and talked with people in the dry cleaning industry.
2. Understand union membership requirements.
3. Know the requirements for employment.
4. Be aware of advancement opportunities in this field.
5. Be familiar with the duties of various workers in dry cleaning plants.

ATTAINMENT OF OBJECTIVES

New students, prior to enrolling at the Work Opportunity Center, must attend an intensive, two day orientation program. During this orientation each student has the opportunity to see all of the technical areas and talk to the various instructors. By the end of the second day the student makes his choice and is programmed into a technical area. In dry cleaning they are scheduled for a three hour block of time. Enrollment in related areas such as mathematics, social studies, English, etc., may take place after the student has been attending in the technical area for several weeks.

The course is organized to provide students with learning experiences under conditions similar to those prevalent in the industry. All of the equipment was leased from a local dry cleaning firm and is like that found in most small, commercial shops.

The dry cleaning and marketing and merchandising departments cooperate closely in the operation of this facility.

Garments or household articles needing cleaning are brought to the marketing and merchandising area by students, staff, and the public. Students in that area tag the items and write the invoices. The items are then taken to the dry cleaning area where they are inspected, sorted, weighed, and cleaned. After cleaning, they are spotted, pressed, and assembled for bagging. The completed orders are then returned to the marketing and merchandising area where they are arranged alphabetically and finally picked up by customers.

When a student first enters the dry cleaning area the instructor spends time talking with him and showing him the operation of the plant. The students initial assignment is to spend several days observing all phases of the operation. This is often accomplished by having the new student

work with an advanced student. During this first week and throughout the course, safe work practices are emphasized.

The student then is assigned to a work station and encouraged to try it himself. When he has achieved a degree of proficiency he moves to another station. (A brief description of the several work stations appears in Appendix D). If students need more practice on a particular kind of garment, the marketing and merchandising students make signs advertising a "weekly special;" e.g. "two skirts for the price of one," etc.

Students regularly enrolled in dry cleaning spend some time in the marketing and merchandising area to learn marking and invoicing procedures, customer relations, etc. Students enrolled in marketing and merchandising to learn the duties of a Dry Cleaning Counter Salesperson spend part of their time in the dry cleaning area to gain a better understanding of the total operation.

Gradually, each student develops his skills to an acceptable level. Homework is not assigned, tests are not given. A student is evaluated through observation of his performance. Students are allowed to clean and press their own clothing and that of other members of their family. They become very critical of their own work in this situation. As their skills and knowledge increase, the qualities of dependability and good craftsmanship receive more attention.

The atmosphere in the work area is non-threatening. "Preaching to," "bossing around," "talking down to," or the threatening of students by the instructor produces negative results. These techniques are not used. Public and private compliments concerning student work are shared with all students.

Field trips to local cleaning establishments enable students to see and feel more of the environment in which they will work if they pursue

dry cleaning as a career. The trips also provide opportunities for conversations between students, workers, and management personnel.

Quite a number of dry cleaning students have been involved with the Neighborhood Youth Corps, Work Study, or Plans for Progress programs. Many of these students would probably not have been able to maintain themselves at WOC without this income. Also, plant owners or managers have been very cooperative in providing students with part or full-time employment.

INSTRUCTIONAL TOPICS

1. Dry cleaning machine
2. Hazardous areas and safe practices
3. Solvents
4. Cleaning additives
5. Filteration powders
6. Recovery unit
7. Spotting board
8. Wet cleaning
9. Cleaning fugitive dyestuff
10. Bleaching white garments
11. How to wash plastic materials
12. Cleaning light colored woolen garments
13. Cleaning dark woolen garments
14. Cleaning heavy dark woolen garments
15. Cleaning cottons
16. How to clean sweaters and loosely knitted fabrics
17. Cleaning silk garments
18. Cleaning wedding and evening dresses
19. Cleaning fragile garments
20. How to clean household fabrics
21. Drying light colored woolen garments
22. Drying dark woolens
23. Drying heavy dark woolens
24. Drying cottons
25. How to dry sweaters and garments of loosely knitted fabrics
26. Drying silk garments

27. Drying wedding and evening dresses

28. Drying fragile garments

29. How to dry household fabrics

30. Identification of spots and stains

31. Chemical agents used for spot removal

32. Spotting light colored woolens

33. Spotting dark woolens

34. Spotting heavy dark woolens

35. Spotting cottons

36. Removing spots from sweaters and garments of loosely knitted fabrics

37. Spotting silk garments

38. How to spot household fabrics

39. Removing spots from fragile garments

40. Spotting wedding and evening dresses

41. How to treat a garment with water repellant

42. How to digest garments for removal of stubborn stains

43. Finishing machines

44. Finish and inspect woolen and cotton garments

45. Finish and inspect sweaters and garments of loosely knitted fabrics

46. Finish and inspect silk garments

47. Finish household furnishings

48. Treatment of vinyl, suede, leather, and fur garments

49. Treat fabric to increase water repellancy

50. Dry cleaning regulations

51. Job opportunities

52. Union membership

53. Sources of equipment, supplies, and information.

54. Measurement

SELECTED ANNOTATED BIBLIOGRAPHY

Fulton, George P. Applied Science For Drycleaning. Silver Spring: National Institute of Cleaning and Dyeing. 1951.

A good reference for the student or worker who wants to understand why certain processes or products react as they do. Although there is a great deal of very technical material in the book, many processes are also explained using a cartoon format.

Grady, Noel. Starting and Managing a Small Drycleaning Business. Washington: Small Business Administration. 1966.

This booklet covers all phases of setting up and operating a dry-cleaning business. Choosing your market, plant operation, customer relations, financial records, and laws are a few of the topics covered. A good reference for both students and teacher.

Lyle, Dorothy Siegert, Ph.D. Focus on Fabrics. Silver Spring: National Institute of Dry Cleaning and Dyeing. 1964.

The book contains more than 150 fabric samples. Fabric selection and care, behavior, and damage causes are some of the topics covered. This is an excellent resource for both teacher and student.

Riggott, Charles R. A Study in Quality Standards, Trouser Finishing. Silver Spring: National Institute of Dry Cleaning and Dyeing. 1958.

Riggott, Charles R. and Ross A. Wright. A Study in Quality Standards, Coat Finishing. Silver Spring: National Institute of Dry Cleaning and Dyeing. 1959.

Two good publications that cover trouser and coat finishing completely. They emphasize several levels of quality and point out the difference between "quality" and "production" drycleaning.

Schuelke, Arthur F., ed. Modern Spotting For The Drycleaning Industry. New York: The Reuben H. Donnelley Publishing Corp. 1961.

A complete manual covering fabric identification, spotting agents, and directions for the removal of many specific stains.

Dry Cleaning and Pre-Spotting, Spotting, Wet Cleaning, and Wet Cleaning and Bleaching. Austin, Texas: University of Texas and the Drycleaning Institute of Texas. 1952.

These are four excellent publications that cover several topics in a step-by-step manner for a variety of fabrics.

Fabric Facts, Fabrics - Fashions, Technical, Practical Operating Tips, Management, and Sales Training. Silver Spring: National Institute of Drycleaning.

One or two page bulletins, published regularly, covering a variety of topics. They enable the drycleaner to keep abreast of new developments in the field. Complete sets and binders are available.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

Case Study #1

General Information

The seventeen year old youth of this study, lacking educational prerequisites and financial resources for even continuing high school, dropped out and set his goal on becoming a tailor. Because such training was not available at this time, the alternative of training in drycleaning was offered to him. He also desired credits toward a high school diploma. He had left high school in his junior year, and needed many academic credits. I suggested that while he was to be in school four hours a day that he should spend at least two hours in drycleaning. Shortly after this he began attending in this area.

This young man grew up in an economically depressed area living his entire school life with a devoted aunt. His mother was forced to work and later became employed out of state. His father had died when he was a very young boy. As a result, his home lacked adult male authority much of the time and there were frequent changes in place of residence (more than 10).

He was a large, well built lad who was a leader in athletic activities throughout his school years. He was well liked and rated by teachers as average to above average on most character traits. Scholastically, tests indicated low-average ability. Reading had always been a difficult and embarrassing handicap. Many class hours were spent on remedial subjects. But junior high school grades indicate he was able to function quite well both academically and socially.

Shortly before entering senior high school he was detained in a

correctional institution for delinquent boys. Readjustment was apparently no serious problem for this likeable boy and he appeared to have straightened out well. He had hoped to enter a vocational school, play basketball and football, and become a tailor.

Apparently his registration was rejected. He enrolled elsewhere and earned 10 credits during the first year. Again the next fall he was turned away from the vocational school and returned to the previous one where he lasted only seven days. He was reported very bitter all year over these occurrences. That fall he was sent to the youth correctional school for the second time. It was after these experiences that he was referred to the Work Opportunity Center.

Methodology and Results

As was previously mentioned, _____ wanted to become a tailor but had accepted the option of drycleaning training.

After a talk with his counselor, we began the process of motivating this young man with a personalized orientation program. He was introduced to shop literature and to the equipment in the drycleaning area. The sight of this equipment seemed to kindle a new desire in him to learn the dry-cleaning business. I explained that whether he entered tailoring or dry-cleaning, the work was closely related.

At about this time, new outside responsibilities began to pressure him. There was a baby, he had no job, and was too young to get one. Financial aid was suggested and sought so that some money would be available to him. His Aunt, guardian and mother to him all his life, started riding him about money, the baby, and numerous other problems. In desperation over finances he got in trouble with the law. His counselor worked extremely hard to get probation but he was already on parole. The boy then dropped from training from January until May. He wrote and asked if he could come

back to W.O.C. for he wanted to finish up his schooling and learn a trade. He asked if I would accept him back into the dry cleaning area. I was more than glad to say yes, and we waited patiently for his release.

He returned to the Work Opportunity Center and started working toward his goal.

Our instructional philosophy and scheduling practices enabled us to provide close, individual attention through demonstrations, verbal explanations, and verbal instructions using all the machines in our drycleaning plant. Emphasis was placed on production and skill development with the student performing much of the actual production work. All instruction was of a practical nature, informally given, and with very little theoretical discussion or reading assignments. Instructor and student worked closely at the many operations involved in quality cleaning of garments.

In addition to giving him technical instruction, and equally important, we became totally involved with the individual and his environment in an effort to influence his attitudes. I spent considerable time learning about the student and contacting the community. I talked with his aunt, his girl friend, his Parole Officer, and all concerned parties on his behalf. In the meantime, this student was progressing very rapidly in drycleaning, he soon asked if there were a job available for him. A job was located for him at a neighborhood drycleaning plant, through our work coordinators here at the Center. The plant manager reported that this young man did not show up on time but he did a good job when he was on the job. He returned to W.O.C. We discussed his need to improve punctuality and reliability. Two months later the owner of the plant called and wanted to know if the young man wanted to work again. He went back to work. He is happy there and his employer has since informed us that he has a good future in the drycleaning business. He thanks all for the

help received. He is married and is living with his wife and baby. Because of his cooperative attitude and positive changes in behavior, prior offenses were expunged from his record. There have been no further problems with the law.

Case Study #2

General Information

The Work Opportunity Center represents an attempt by this community to reclaim high school dropouts. It is specifically designed to encourage personal aspiration and achievement of students who are disadvantaged in many ways. It provides opportunities for education and technical training in a congenial, non-school setting. The young man in this study was one such youth with several difficult obstacles to surmount.

To begin with, this young man is the offspring of an integrated marriage. Community and home conditions were such to provide him with reasonable doubts and mistrust of our society. These conditions led him to become active in street life along with other inner-city youth who live in the hard core area of our city. His mother is on AFDC and there are three other children in the family. Parents did not encourage school attendance. As a result of his street experiences he developed a strong disrespect for our society. This lad dropped out of school but eventually drifted to WOC. He came with a decent academic record, but with limited understanding and interest in mechanical things.

Methodology and Results

Our involvement with this young man opened the possibility for a complete change. After orientation in drycleaning and the successful career that training could provide, a change in attitude developed that spread to other students. Very little motivation was needed as this

young man was alert and eager. He took justifiable pride in his accomplishments and his enthusiasm was a boost to others.

In discussing this young man with his other instructors the same motivated progress is evident. All seem aware of his potential and want to help him develop it. He has worked hard to surpass his fellow students and takes pride in his work. He is involved in WOC student government and takes an active part.

Spring 1970, will find this former dropout graduating from high school. We feel that WOC and its staff has contributed measurably to his rehabilitation and restoration of faith in society. He has acquired salable technical skills and has proven to himself that he can survive in our social enrivonment. Presently he is earning a regular salary working as a presser in a drycleaning shop and his employer is well satisfied with his work. He expects to use his training to finance his way through college.

Prognosis

_____ has developed over these months at W.O.C. a positive feeling that he can and will succeed. The training and counseling he has received have been a big factor in changing his self-image and his attitude toward society. He is aware that he can support himself as a worker in any drycleaning establishment, but he has also become aware of the idea that with business education and experience he will be able to operate his own business some day.

Case Study #3

General Information

This young man came to us at age 16 with many problems. The need for much attitudinal change was indicated. He is one of 18 children in a

family which moved here from the South 15 years ago. Attendance reports from 1st grade through junior high school show a continuous pattern of excessive absences. These absences were apparently most often for minor causes, colds, sore throats, flu, etc. Family finances were such that there was a lack of adequate clothing. This may have been a factor in his absences. There often was not enough food and he and his brothers shared the same meager assortment of clothing. He related that he shared a three-quarter bed with two other people. As time passed and the older children left home, these crowded conditions improved but the financial hardships continued. Trying to find a part-time job in order to buy clothes was difficult. The family received scant relief benefits. The parents were aware of his dim future because they, too, were educationally deprived. He became a school dropout at age 16 and was referred to WOC for educational, financial, and social help. His mother died leaving his father as sole parent.

Supportive efforts are being made to help this young man. He realizes his needs but he is poorly prepared to cope with the opportunities which now are available.

Methodology and Results

This young man was attracted to drycleaning after observing the nature of the work. The possibility of building a better future through this training was explained to him. Much personal attention was devoted to him. His progress was slow. Excessive absences hindered his progress. He stopped attending and stayed away for 4 months. The instructor talked with his father one evening and he promised to encourage the lad. He returned to school but soon left again. We have been told that he is working as a janitor in a cafe.

After 13 months of effort on the part of many staff members to bring about a positive attitudinal change in this young man, he still believes he can survive in our society uneducated and unskilled. He said he needed money and was postponing a more permanent career choice. It is too early to say if we helped him significantly.

Prognosis

This youth seemingly wasted 13 months through intermittent attendance. Right now a job and a little money are most important to him. He is aware that WOC's doors remain open to him and to others who interrupt their training from time to time for various personal reasons. He has stated that he will be back again when he has clothes and a little money in his pocket.

APPENDIX D

DRY CLEANING WORK STATIONS

There are eleven work stations in most drycleaning plants. One or more operations are performed at each station depending on the type of garment, cleaning requirements, and plant arrangement. Occasionally two or more stations might be combined. At WOC there is no wet cleaning or repairing station, but they are included in the listing for informational purposes.

Invoicing. A triplicate record is made of all articles taken in for cleaning. Customer's name, address, name and description of each article, total cost, notations concerning stains and/or damage, etc., and the date and time the articles are to be picked up are included on the invoice. The customer is given a copy. A duplicate copy is filed alphabetically at the counter. This copy is attached to the assembled order after bagging. As long as this copy is in the file, the counter girl knows that the articles are not ready to be picked up. The third copy is kept with the order when it goes to the plant for cleaning. When the order is picked up, the original is kept for a permanent record. It is essential that each copy of the invoice be clearly numbered.

Marking. This operation is usually carried out with the invoicing procedure or immediately following it, and often both are completed by the same person. Marking consists of attaching color coded tags to each article to be cleaned. The tag bears two numbers: (1) the number of articles in the order, and (2) the invoice number. The marker also inspects each article and may attach other tags bearing special instructions.

Classifying. When articles to be cleaned reach the plant they are separated into the following several groups that can be safely cleaned in the same washer load:

1. light woolens
2. dark woolens
3. light silks
4. dark silks
5. bright colored articles
6. articles that require hand washing

In some plants the marker pre-classifies articles before they are sent for cleaning.

Dry Cleaning. After classification, a load is carefully weighed and placed in the washer. The quality of the cleaning is affected by the solvent level in the machine as well as the size and weight of the load. The solvent is filtered continuously during the washing cycle. After washing, the solvent is pumped out of the washer and the load is "whirled" dry. The load is then transferred to a tumble dryer where any remaining traces of solvent are removed in the form of a vapor, condensed, and returned to the solvent tank.

Wet Cleaning. This procedure involves the use of detergent and water, either in a domestic type washer or by hand. Because of the variety of fabrics in use and the variation of cleaning requirements this operation must be performed by a highly skilled worker. In a small, quality plant, probably less than ten per cent of the articles cleaned will receive this treatment. Wet cleaning is expensive and a potential source of customer complaints. No wet cleaning is done at WOC.

Spotting. This operation involves the removal of spots by hand and is one of the most important steps in the cleaning sequence. Generally, spots are removed with the aid of a steam gun or water spray, or through the use of chemicals. A variety of fabrics stained by innumerable substances result in an almost infinite number of specific treatments. Stain identification and the selection and performance of the treatment process require a very high degree of knowledge and skill. Ordinarily the spotter does his work after the garments are taken out of the dryer, however, he may also receive work from the marker, finisher, inspector, or assembler, as the need arises.

Repairing. No repair work is done at the WOC plant. In commercial plants however, the seamstress receives her work after it has been cleaned but before it is finished. Mending rips, replacing buttons, hooks, snaps, repairing or replacing zippers, tacking cuffs and belt loops, and stitching up drooping hems or linings are typical kinds of operations that are completed at this station.

Finishing. The finisher or presser uses steam presses, hand steam irons, steam puff-irons, and dress and coat blowers to remove creases and wrinkles from articles that have been cleaned and repaired. Many techniques are employed by the finisher to give each article the best appearance possible

Inspecting. The inspector gives each article a painstaking inspection and returns any imperfect work to the appropriate station for correction. This person, in addition to locating imperfections, must possess the courage to return articles and the tact necessary to get cooperation in having corrections made.

Assembling. All articles in an order are collected at this point. When the order is complete it is taken to the bagging and packaging station.

Bagging and Packaging. Articles on hangers are placed in plastic bags. Other articles such as rugs, blankets, pillows, etc. are wrapped or boxed. Invoices are attached and the orders are ready for pick up or delivery. Assembling, bagging, and packaging are often performed by the same person.